

**CHOITHRAM SCHOOL, MANIK BAGH, INDORE**  
**ANNUAL CURRICULUM PLAN SESSION 2020-21**

**CLASS: VII**  
**SUBJECT: MATHS**

| Month & Working Days | Theme/ Sub-theme | Learning Objectives  |  | Activities & Resources  | Expected Learning Outcomes  | Assessment  |
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|                      |                  | Subject Specific (Content Based)   | Behavioral (Application based)   |   |   |   |
| June 14 days         | Integers         | Students will able to/ recall/ learn/apply/ find <ul style="list-style-type: none"> <li>• Concept and examples of Integers. (K)</li> <li>• Representation of integers on number line.</li> <li>• Reading of integers on number line.</li> <li>• To find additive inverse of an integer.</li> <li>• Learn to solve magic squares involving integers.</li> <li>• DMAS rule for integers(U)</li> <li>• Addition, subtraction as well as properties of integers (AP)</li> <li>• Multiplication, Division and properties of integers (AP)</li> <li>• Application of integers in daily life situations.</li> </ul> | Students will develop understanding about use of integers such as in banks (credit and debit), Measuring temperatures, marking scheme (when there is minus marking) etc. | 1. Create patterns of integers.<br>2. Framing Real life situations of Integers. | Students would be able to <ul style="list-style-type: none"> <li>• Understand concepts and examples of Integers.</li> <li>• Representation of integers on number line.</li> <li>• Reading of integers on number line.</li> <li>• To find additive inverse of an integer.</li> <li>• Learn to solve magic squares involving integers.</li> <li>• DMAS rule for integers</li> <li>• Addition, subtraction as well as properties of integers</li> <li>• Multiplication, Division and properties of integers</li> <li>• Application of integers in daily life situations.</li> <li>• To develop Application skill, Higher order thinking and Numeracy skill, Ability of reasoning and team spirit</li> <li>• They would be able to relate the content with practical life like every number has its negative number e.g. every coin has two faces</li> <li>• +ve and -ve integers are used in measuring temperature.</li> </ul> | <b>Assessment will be done on the basis of decided Rubrics.</b> |

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|   |                                      |   |   |   | <ul style="list-style-type: none"> <li>Realization of –ve marking in competitive exams.</li> <li>Altitude that below sea level is represented with negative integers</li> <li>Banks and credit unions represent debit and credit through integers</li> </ul>  |  |
| <p><b>June 3 days</b><br/><b>July 15 days</b></p> | <p><b>Fractions and Decimals</b></p> | <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Define fraction as a part of whole (U)</li> <li>Understand the concept of different types of fraction and decimals. (K)</li> <li>Learn how to convert any one type of fraction or decimal to other (A)</li> <li>Recognize the difference between different types of fractions and decimals. (Ay)</li> <li>Compute addition, subtraction, multiplication and division of fraction and decimals. (A)</li> <li>Solve word problem involving fractions and decimals. (A)</li> <li>Applications on fractions and decimals.(A)</li> </ul> | <p>Following behavioral objectives will be achieved-</p> <ul style="list-style-type: none"> <li>A part of a whole is important to make up the whole, for example, students are a part of their class, but they are important to form the whole class because even if one student is missing, the class wouldn't be complete.</li> <li>In event managements like parties.</li> <li>the operations on fractions in dealing with money.</li> <li>They can check their progress by calculating the fractions of the work they've done and whole work they've to do.</li> <li>A record can be broken by a difference of a few decimal places.</li> <li>A life can be saved or lost by a difference of a few decimal places in</li> </ul> | <p>1. Making Fraction flower.</p> <p>2. Framing questions of multiplication and division of decimals.</p> | <p>Students would be able to:</p> <ul style="list-style-type: none"> <li>Apply the concept of different types of fraction and decimals.</li> <li>Recognize the different types of fractions and decimals.</li> <li>Learn how to convert any one type of fraction or decimals. to other.</li> <li>Compute addition, subtraction, multiplication and division of fractions and decimals.</li> <li>Solve word problems involving fractions and decimals</li> <li>Learn to value the smallest part or unit regardless of how insignificant it might seem.</li> <li>Learn to manage events like parties.</li> <li>learn to calculate their progress by using fractions</li> <li>Manage time and value each and every second.</li> <li>Learn the use of decimals in various daily life aspects like calculations relating to money.</li> <li>Applications on fractions and decimals</li> <li>develop observatory skills.</li> </ul> | <p><b>Assessment will be done on the basis of decided Rubrics.</b></p> |

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|                     |                         |  | <p>seconds.</p> <ul style="list-style-type: none"> <li>• Seemingly insignificant things can make a huge difference, so we must never underestimate small things.</li> <li>• Proper and accurate concentration of chemicals is very important in drugs and medicines. Even a difference by 0.001 or smaller can cause severe health issues.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Develop analytical skills.</li> <li>• Develop problem solving skills.</li> </ul>  |   |
| <b>July 11 days</b> | <b>Rational Numbers</b> | <p>Students will be able to understand / learn /define /apply/ find</p> <ul style="list-style-type: none"> <li>• Concept and examples of Rational numbers. (K)</li> <li>• Positive and negative Rational numbers. (K)</li> <li>• Equivalent Rational numbers. (U)</li> <li>• Representation of rational numbers in standard form. (U)</li> <li>• Additive inverse and multiplicative inverse of a rational number. (K)</li> <li>• Representation of Rational numbers on the number line. (U)</li> <li>• Comparison of Rational numbers. (AY)</li> <li>• Rational numbers between two rational numbers. (U)</li> <li>• Addition, Subtraction, Multiplication</li> </ul> | <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Develop comparative skills by arranging rational number in ascending or descending order.</li> <li>• Develop problem solving ability in real life situations.</li> </ul>   | <p>1.Arranging rational numbers written on coloured strips in ascending or descending order.<br/>2.Representation of rational number on the number line.</p> | <p>Students would be able to learn /define /apply/ find</p> <ul style="list-style-type: none"> <li>• Concept and examples of Rational numbers.</li> <li>• Positive and negative Rational numbers.</li> <li>• Equivalent Rational numbers.</li> <li>• Representation of rational numbers in standard form.</li> <li>• Additive inverse and multiplicative inverse of a rational number.</li> <li>• Representation of Rational numbers on the number line.</li> <li>• Comparison of Rational numbers.</li> </ul> | <b>Assessment will be done on the basis of decided Rubrics.</b> |

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|                    |                      | and Division of Rational numbers.(U)  |  |  |   |   |
| <b>Aug 7 days</b>  | <b>Symmetry</b>      | <p>Student will be able to:</p> <ul style="list-style-type: none"> <li>Recall line symmetry and reflection symmetry(U)</li> <li>Identify the axis of symmetry. (K) Lines of symmetry for regular polygons</li> <li>Identify and apply the concept of rotational symmetry of 2 -D figures. U)</li> <li>Find the centre, order and angle of rotation for a simple figure. (AN)</li> <li>Identify the figures having both reflection and rotational symmetry.</li> </ul> | <ul style="list-style-type: none"> <li>Students would learn to visualize the things</li> <li>Students would learn to find symmetrical figure.</li> </ul>                   | <ol style="list-style-type: none"> <li>To identify symmetrical designs from the surroundings.</li> <li>To find axis of symmetry and order of rotational symmetry.</li> </ol> | <p>Students would be able to:</p> <ul style="list-style-type: none"> <li>Identify the axis of symmetry.</li> <li>Draw Lines of symmetry for regular polygons</li> <li>Identify and apply the concept of rotational symmetry of 2 -D figures.</li> <li>Find the centre, order and angle of rotation for a simple figure.</li> <li>Identify the figures having both reflection and rotational symmetry</li> </ul> | <b>Assessment will be done on the basis of decided Rubrics.</b> |
| <b>Aug 13 days</b> | <b>Data Handling</b> | <p>The students will be able to understand:</p> <ul style="list-style-type: none"> <li>organization of data (U)</li> <li>preparation of frequency distribution table (Ap)</li> <li>Measures of central tendencies: Mean, Mode, Median and Range</li> </ul>  | <p>Following behavioral objectives will be achieved-</p> <ul style="list-style-type: none"> <li>It's important to keep things and information organized to work</li> </ul> | <ol style="list-style-type: none"> <li>Collection of situations where mean, mode and median can be used.</li> <li>To Prepare</li> </ol>                                      | <p>Students would be able to</p> <ul style="list-style-type: none"> <li>Organize data</li> <li>prepare frequency distribution table</li> <li>Measure of central tendencies: Mean, Mode, Median and Range</li> </ul>   | <b>Assessment will be done on the basis of decided Rubrics.</b> |

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|                   |                              | <p>(Ev)</p> <ul style="list-style-type: none"> <li>• Construction and interpretation of different types of bar graphs (Sy)</li> <li>• Chance and Probability. (AN)</li> </ul>  | <p>properly.</p> <ul style="list-style-type: none"> <li>• In our life, there will be both, ups and downs, we should be always grateful while the ups and should have enough courage to make it through the downs.</li> <li>• Every unit is important in a group.</li> <li>• Learning can be fun if you take it in a positive way.</li> <li>• While comparing any two things or situations, or people, the parameters and scales must be same</li> <li>• Students will also be able to develop observation and calculation skill.</li> </ul> | <p>double bar graphs.</p>   | <ul style="list-style-type: none"> <li>• Construct and interpret different types of bar graphs</li> <li>• Construction and interpretation of different types of bar graphs</li> <li>• Learn Chance and Probability</li> <li>• Solve problems and situation-based questions.</li> <li>• Learn that studying can be enjoyable.</li> <li>• Realize importance of keeping things and information organized to work properly.</li> <li>• develop observation and calculation skill.</li> </ul> |  |
| <b>Sep14 days</b> | <b>Algebraic Expressions</b> | <p>The students will be able to understand:</p> <ul style="list-style-type: none"> <li>• About like terms and unlike terms. (U, AN)</li> <li>• About, terms factors and coefficient. (U)</li> <li>• About Monomial, Binomial, Trinomial and Polynomial. (U)</li> <li>• Addition and subtraction of Algebraic Expression (A)</li> <li>• Applications of Algebraic Expressions. (A)</li> </ul> | <p>Following behavioural objectives will be achieved</p> <ul style="list-style-type: none"> <li>• Not all people are alike; however, each and every one of us is a human and holds his own importance.</li> <li>• Every unit is important in a group.</li> <li>• Learning can be fun if you take it in a positive</li> </ul>  | <p><b>1.</b> Addition and Subtraction of algebraic expression.<br/><b>2.</b> To frame algebraic expressions</p> | <p>The students would be able to understand:</p> <ul style="list-style-type: none"> <li>• About like terms and unlike terms.</li> <li>• About Terms Factors and coefficient.</li> <li>• About Monomial, Binomial, Trinomial and Polynomial.</li> <li>• Addition and subtraction of Algebraic Expression</li> <li>• Applications of Algebraic Expressions.</li> <li>• Not all people are alike; however each and every one of us is a human and holds his own importance.</li> </ul>       | <p><b>Assessment will be done on the basis of decided Rubrics.</b></p> |

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|  |  |  | <p>way.</p> <ul style="list-style-type: none"> <li>• While comparing any two things or situations, or people, the parameters and scales must be same.</li> <li>• A single wrong step can deviate us from the path.</li> <li>• There is more than just one way to solve any problem.</li> <li>• The smallest seeming mistake can completely change the situation and we won't get outcomes as we wanted.</li> <li>• Situations can be handled in many ways</li> </ul> |  | <ul style="list-style-type: none"> <li>• Every unit is important in a group.</li> <li>• Learning can be fun if you take it in a positive way.</li> <li>• While comparing any two things or situations, or people, the parameters and scales must be same.</li> <li>• A single wrong step can deviate you from the path.</li> <li>• There is more than just one way to solve any problem.</li> <li>• The smallest seeming mistake can completely change the situation and we won't get outcomes as we wanted.</li> </ul> |  |
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## SA II

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| <b>Oct10 days</b> | <b>Simple Equations</b> | <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand about Linear Equations. (U)</li> <li>• Frame Linear Equation (K)</li> <li>• Solve an Equation with different methods. (K)</li> <li>• Solve story sum based on applications of simple equation. (A)</li> </ul> | <p>Following behavioural objectives will be achieved-</p> <ul style="list-style-type: none"> <li>• It's necessary to know all variables to solve an unsolved mystery.</li> <li>• We need to keep trying to succeed.</li> <li>• Errors and mistakes make us learn more and</li> </ul> | <p>1. To frame algebraic expressions by using variable and constant.<br/>2. To frame linear equation.</p> | <p>Students would be able to:</p> <ul style="list-style-type: none"> <li>• Frame Linear Equations.</li> <li>• Apply transposition method to solve equations.</li> <li>• Solve word problems based on applications of simple equation</li> <li>• Solve situation-based questions.</li> <li>• Understand that knowing every argument correctly matters to reach a conclusion.</li> </ul> | <b>Assessment will be done on the basis of decided Rubrics.</b> |
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|                   |                                |  | teach us new ways to look at the problem.  |   | <ul style="list-style-type: none"> <li>Realize that we need to keep trying to succeed.</li> <li>Learn that errors and mistakes make us learn more and teach us new ways to look at the problem.</li> </ul>   |   |
| <b>NOV 8 days</b> | <b>Visualizing SolidShapes</b> | <p>Student will be able to:</p> <ul style="list-style-type: none"> <li>Identify and draw 2- dimensional and 3 dimensional figures.(U)</li> <li>State the number of vertices, edges and faces of 3 dimensional figures. .(K)</li> <li>Draw nets for cubes, cuboids, cylinders, pyramid, prism and cones.( AP)</li> <li>Identify the solid formed by a given net. (U)</li> <li>Draw oblique and isometric sketches. (K)</li> <li>Verify Euler’s formula. (A)</li> <li>Draw different views. (U)</li> <li>Visualize different cross sections (horizontal and vertical) of solid objects. .(AP)</li> </ul> | <p>Following behavioral objectives will be achieved1;</p> <ul style="list-style-type: none"> <li>Students will be able to visualize all the faces of the images of 3D shapes.</li> <li>Students will be able to develop drawing skills by using isometric dotted paper for representing various 3 D shapes.</li> <li>Team spirit will be developed while working in group to prepare nets of 3D shapes.</li> </ul> | <p>1. To draw front, side and top view of Rubik’s cubes.<br/>2.To solve questions based on Net of Dice.</p> | <p>Students would be able to:</p> <ul style="list-style-type: none"> <li>Identify and count vertices, edges and faces of 3D figures.</li> <li>Recognize 2D and 3D figures from the surroundings</li> <li>Understand the nets for various solid shapes</li> <li>Identify the solid obtained by a given net.</li> <li>Verify Euler’s formula.</li> <li>Draw solids on a flat surface.</li> <li>Draw different views.</li> <li>Visualize cross sections (horizontal and vertical) of solid objects.</li> <li>Get knowledge and will develop observation skill by identifying number of faces, edges and vertices of the solid.</li> <li>Learn application part by using Euler’s formula for verification and</li> </ul> | <b>Assessment will be done on the basis of decided Rubrics.</b> |
| <b>NOV 12days</b> | <b>Exponents and Powers</b>    | <p>The students will be able to :</p> <ul style="list-style-type: none"> <li>Write number in its expanded form and will be able to compare any two numbers. U</li> <li>Express a given number in its</li> </ul>  | <p>Following behavior objectives will be achieved:</p> <ul style="list-style-type: none"> <li>The students will be able to understand that</li> </ul>  | <p>1. To prove laws of exponent by paper folding and pasting. Ex <math>3^n</math> and <math>2^n</math></p>  | <p>The students would be able to:</p> <ul style="list-style-type: none"> <li>Write number in its expanded form and will be able to compare any two numbers.</li> <li>Express a given number in its prime</li> </ul>  | <b>Assessment will be done on the basis of decided Rubrics.</b> |

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|                   |                             | <p>prime factorization in their powers. K</p> <ul style="list-style-type: none"> <li>Define exponents for natural numbers. A</li> <li>Know various laws of exponents. A</li> <li>Apply the laws of exponents to solve the problems with different operations. A</li> <li>Know standard form / scientific notation for numbers. K</li> </ul>  | <p>some common characteristics/qualities are required to be a part of a group.</p> <ul style="list-style-type: none"> <li>The students will be to follow the principles/ethics to make their lives easier (as they study the different laws of exponents to make the calculations easier).</li> <li>The students will be able to elaborate / brief their views as per requirement.</li> <li>The students will be able to connect exponents in real life situations as we use units like square feet, square meters, cubic meters, etc.</li> </ul> |   | <p>factorization in their powers.</p> <ul style="list-style-type: none"> <li>Define exponents for natural numbers.</li> <li>Know various laws of exponents.</li> <li>Apply the laws of exponents to solve the problems with different operations.</li> <li>Know standard form / scientific notation for numbers.</li> <li>Follow the principles/ethics to make their lives easier (as they study the different laws of exponents to make the calculations easier).</li> <li>Elaborate / brief their views as per requirement.</li> <li>Connect exponents in real life situations as we use units like square feet, square meters, cubic meters, etc.</li> </ul> |   |
| <b>DEC 14days</b> | <b>Comparing Quantities</b> | <p>The students will be able to</p> <ul style="list-style-type: none"> <li>Recall the concept of ratio as an extension of fraction. (K)</li> <li>Find the equivalent ratios as an extension of equivalent fraction. (U)</li> <li>Recall the concept of proportion as an equality of two ratios. (K)</li> <li>To recall unitary method and apply it in word problems. (A)</li> <li>Understand the term percentage as a fraction with denominator 100.(K)</li> </ul> | <p>The students will be able to</p> <ul style="list-style-type: none"> <li>Develop comparative skills by finding percentage.</li> <li>Develop understanding related to profit and loss while dealing with prices of different commodities.</li> <li>Develop Problem solving skills by</li> </ul>  | <p>1.Find Increase or decrease %</p> <p>2.Calculate the Interest as well as Amount (of SBI) for given Principal</p> | <p>The students would be able to:</p> <ul style="list-style-type: none"> <li>Recall the concept of ratio as an extension of fraction.</li> <li>Find the equivalent ratios as an extension of equivalent fraction.</li> <li>Recall the concept of proportion as an equality of two ratios.</li> <li>To recall unitary method and apply it in word problems.</li> <li>Understand the term percentage as a fraction with denominator 100.</li> </ul>   | <b>Assessment will be done on the basis of decided Rubrics.</b> |



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|  |  | <ul style="list-style-type: none"> <li>• Convert fractions and decimals into percentage and vice-versa. (U)</li> <li>• Find the increase and decrease of a quantity in terms of percentage. (A)</li> <li>• Apply percentage in problems involving profit and loss. (A)</li> <li>• Find simple interest and amount. (U)</li> <li>• To find rate, principal and time using formula. (U)</li> <li>• To find CP, SP, Profit% and Loss% (A)</li> </ul> | <p>applying various formulae.</p> <ul style="list-style-type: none"> <li>• Develop ability of reasoning by finding rate of interest on different schemes available.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Convert fractions and decimals into percentage and vice-versa. Compare quantities</li> <li>• Find the increase and decrease of a quantity in terms of percentage.</li> <li>• Apply percentage in problems involving profit and loss and interest</li> <li>• Find simple interest and amount.</li> <li>• To find rate, principal and time using formula</li> <li>• To find CP, SP, Profit% and Loss%</li> <li>• Develop calculative skills by using unitary method.</li> <li>• Develop comparative skills by finding percentage.</li> <li>• Develop understanding related to profit and loss while dealing with prices of different commodities.</li> <li>• Problem solving skills will be developed by applying various formulae.</li> <li>• Develop ability of reasoning by finding rate of interest on different schemes available.</li> </ul> |  |
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| <p><b>DEC 6 days</b><br/><b>Jan 8 days</b></p> | <p><b>Lines and Angles</b></p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define Parallel lines, intersecting lines, Interior angles, Exterior angles, Transversal lines, Corresponding angles, Alternate angles, adjacent angles, vertically opposite angles and linear pair. (K)</li> <li>• Understand linear pair, complementary angles and supplementary angles. (U)</li> <li>• Understand when a transversal intersects a pair of parallel lines(U)<br/>The alternate angles are equal.<br/>The corresponding angles are equal.<br/>Co-interior angles are supplementary.</li> <li>• Check whether lines are parallel or not.</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize parallel and intersecting lines from their surroundings.</li> <li>• Develop drawing skills by using isometric dotted paper for representing various 3 D shapes.</li> </ul> | <p>1. Drawing pairs of angles and checking whether given pair of angles are supplementary or complementary.<br/>2. Verification of co interior angles are supplementary by cutting and pasting method.</p> | <p>Students would be able to:</p> <ul style="list-style-type: none"> <li>• Understand linear pair, complementary angles and supplementary angles. (U)</li> <li>• Define Parallel lines, intersecting lines, Interior angles, Exterior angles, and Transversal, Corresponding angles, Alternate angles and Linear pair. (K)</li> <li>• Understand Vertically opposite angles (K)</li> <li>• Understand when a transversal intersects a pair of parallel lines(U)</li> <li>• The alternate angles are equal.</li> <li>• The corresponding angles are equal.</li> <li>• Co-interior angles are supplementary.</li> <li>• Develop Imagination skill</li> <li>• Visualize things with geometrical approach. Strengthen their designing skills</li> </ul> | <p><b>Assessment will be done on the basis of decided Rubrics.</b></p> |
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| <p><b>Jan 12days</b></p>               | <p><b>The Triangle and its Properties</b></p> | <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand Medians and Altitudes of a Triangle. (U)</li> <li>● Understand Angle Sum Property of a triangle. (U)</li> <li>● Understand Exterior angle of a triangle and its properties (U)</li> <li>● Understand Pythagoras Property of Right-angled Triangle. (U)</li> <li>● Solve application-based question. (A)</li> <li>● Inequality properties of triangle.</li> <li>● Specific Properties of types of triangle</li> </ul>  | <p>Following behavioural objectives can be achieved-</p> <ul style="list-style-type: none"> <li>● All shapes are beautiful in their own way.</li> <li>● Learning can be fun if you take it in a positive way.</li> <li>● Some common characteristic is required to be a part of a group (properties of triangles).</li> </ul>  | <p>1. Verification of Exterior angle property.<br/>2. Verification of Pythagoras Property.</p> | <p>Student would be able to:</p> <ul style="list-style-type: none"> <li>● Understand Medians and Altitudes of a triangle. (U)</li> <li>● Understand Angle Sum Property of a triangle. (U)</li> <li>● Understand Exterior angle of a triangle and its properties (U)</li> <li>● Understand Pythagoras Property of Right-angled Triangle. (U)</li> <li>● Solve application-based question. (A)</li> <li>● Inequality properties of triangle.</li> <li>● Specific Properties of types of triangle.</li> <li>● All shapes are beautiful in their own way.</li> <li>● Learning can be fun if you take it in a positive way.</li> <li>● Some common characteristic is required to be a part of a group (properties of triangles).</li> </ul> | <p><b>Assessment will be done on the basis of decided Rubrics.</b></p> |
| <p><b>Jan 3 days<br/>Feb 8days</b></p> | <p><b>Practical Geometry</b></p>              | <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Construct parallel and perpendicular lines(U)</li> <li>● Recall of the properties of parallel lines(K)</li> <li>● Understand that in the following cases, triangle can be constructed:</li> </ul> <ol style="list-style-type: none"> <li>1.If 3 sides of the triangles are given where sum of every two sides must be greater than third side (SSS)</li> <li>2.If 2 sides and the angle contained between them are given (SAS)(U)</li> <li>3.If 2 angles and the side contained between them are given (ASA)(U)</li> <li>4.If the hypotenuse and a side of a right-angled triangle are given (RHS)(U)</li> </ol> | <p>Following behavioural objectives can be achieved: -</p> <ul style="list-style-type: none"> <li>● Creativity will be increased</li> <li>● Imagination power will be increased</li> <li>● Students will learn to do work with accuracy</li> <li>● Students will learn to do step by step work to achieve decided goal.</li> <li>● To do presentable work</li> </ul> | <p>Construction of triangles as per conditions. (i.e. SSS, SAS, ASA or AAS, RHS)</p>           | <p>The students would be able to:</p> <ul style="list-style-type: none"> <li>● Construct parallel and perpendicular lines(U)</li> <li>● Recall of the properties of parallel lines(K)</li> <li>● Understand that in the following cases, triangle can be constructed:</li> </ul> <ol style="list-style-type: none"> <li>1.If 3 sides of the triangles are given where sum of every two sides must be greater than third side (SSS)</li> <li>2.If 2 sides and the angle contained between them are given (SAS)(U)</li> <li>3.If 2 angles and the side contained between them are given (ASA)(U)</li> <li>4.If the hypotenuse and a side of a right-angled triangle are given (RHS)(U)</li> </ol>  | <p><b>Assessment will be done on the basis of decided Rubrics.</b></p> |

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| <b>Feb<br/>12days</b>                      | <b>Congruence<br/>of Triangles</b> | <p>Students will be able to learn:</p> <ul style="list-style-type: none"> <li>• The meaning of congruence, congruent figures and CPCT. (K)</li> <li>• Necessary conditions of two figures for being congruent for example</li> <li>• Two line segments are congruent if they have same length (U)</li> <li>• Two angles are congruent if they have same measure (AY)</li> <li>• Two circles are congruent if they have same radius (AY)</li> <li>• Two same sided regular polygons are congruent if they have equal length of side(AY)</li> <li>• Two rectangles are congruent if they have same length and breadth (AY)</li> <li>• Understand the concept of the congruence conditions of triangles which are SSS, ASA (AAS), SAS and RHS(A)</li> <li>• Symbol of congruence and related terms as well as applications on congruence....(A)</li> <li>• Solve the problems based on congruence condition...(A)</li> </ul> | <p>Students will be able to know importance of congruency in day to day life like</p> <ul style="list-style-type: none"> <li>• In field of architecture</li> <li>• In factories for the production of parts like tires of vehicles.</li> <li>• Pages of same book.</li> <li>• Shapes of Holders of bulbs</li> <li>• Shapes of Pin holders</li> <li>• Coins or currency of notes of any particular denomination</li> <li>• In tailoring.</li> </ul> | <p>1. Identification of corresponding parts through superimposing of two cutouts of congruent triangles.</p> <p>2.Examine whether the two triangles are congruent or not.</p> | <p>Students would be able to understand:</p> <ul style="list-style-type: none"> <li>• The meaning of congruence, congruent figures and CPCT.</li> <li>• Necessary conditions of two figures for being congruent for example</li> <li>• Two line segments are congruent if they have same length</li> <li>• Two angles are congruent if they have same measure</li> <li>• Two circles are congruent if they have same radius</li> <li>• Two same sided regular polygons are congruent if they have equal length of side</li> <li>• Two rectangles are congruent if they have same length and breadth</li> <li>• Concept of the congruence conditions of triangles which are SSS, ASA (AAS), SAS and RHS</li> <li>• Symbol of congruence and related terms as well as applications on congruence.</li> <li>• Solve the problems based on congruence condition</li> <li>• Importance of congruency in day to day life like in field of architecture, factories, pages of same book, Coins or currency of notes of any particular denomination, tailoring, etc.</li> </ul> | <b>Assessment<br/>will be done<br/>on the basis<br/>of decided<br/>Rubrics.</b> |
| <b>Feb3<br/>days<br/>March<br/>10 days</b> | <b>Perimeter<br/>and Area</b>      | <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Understand formula for area of Parallelogram, Triangle, Rhombus and Circle.</li> <li>• Generate formula for perimeter of Parallelogram, Triangle, Rhombus as</li> </ul>  | <p>Following behavioural objectives will be achieved:</p> <ul style="list-style-type: none"> <li>• Students will apply concept of perimeter while preparing track to conduct sports; in</li> </ul>   | <p>1. To find Perimeter and Area of the things from surrounding</p>   | <p>Students would be able to:</p> <ul style="list-style-type: none"> <li>• Generate formula for area of Parallelogram, Triangle, Rhombus and Circle.</li> <li>• Find formula for perimeter of Parallelogram, Triangle, Rhombus as</li> </ul>   | <b>Assessment<br/>will be done<br/>on the basis<br/>of decided<br/>Rubrics.</b> |

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|  |  | <p>well as circumference of circle</p> <ul style="list-style-type: none"> <li>● Apply the formulae to solve the problems.</li> <li>● Recall conversion of units.</li> <li>● Learn concept of <math>\pi</math>.</li> </ul> | <p>drawing boarder around rectangular soft board; while counting distance covered by an athlete, while fencing their park to keep cattle away</p> <ul style="list-style-type: none"> <li>● Students will apply concept of area in deciding how much carpet size is needed for a dining room; in determining how much paint is needed</li> <li>● Students will be able to develop the skills like Observatory, Analytical, Application, and Estimation</li> </ul> |  | <p>well as circumference of circle</p> <ul style="list-style-type: none"> <li>● Apply the formulae to solve the problems.</li> <li>● Recall conversion of unit.</li> <li>● Learn concept of <math>\pi</math>.</li> </ul> <p>Also, they would be able to</p> <ul style="list-style-type: none"> <li>● Apply concept of perimeter while preparing track to conduct sports; in drawing boarder around rectangular soft board; while counting distance covered by an athlete, while fencing their park to keep cattle away.</li> <li>● Apply concept of area in deciding how much carpet size is needed for a dining room; in determining how much paint is needed</li> <li>● Develop the skills like Observatory, Analytical, Application, and Estimation</li> </ul> |  |
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